

Pupil Premium Strategy Statement 2018 19

1. Summary information					
School	PRIORY FIELDS SCHOOL				
Academic Year	2018-19	Total PP budget	£257 400	Date of most recent Strategy Statement	September 2018
Total number of pupils	393	Number of pupils eligible for PP	133	Date for next review of this strategy	September 2019

2. 2018 attainment			
Yr 6	<i>All Pupils</i>	<i>Pupils eligible for PP (PF Pupils)</i>	<i>Pupils not eligible for PP (national average)*</i>
% achieving in reading, writing and maths (expected+)	66%	67%	
% achieving expected (+) in Reading	70%	70%	72%
% achieving expected (+) in Writing	80%	83%	79%
% achieving expected (+) in Maths	79%	83%	76%
Yr 2			
% achieving expected (+) in reading	76%	70%	78%
% achieving expected (+) in writing	74%	77%	70%
% achieving expected (+) in Maths	80%	78%	77%
EYFS			
GLD	69%	76%	72%

- Update when 2018 data published ISDR

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	Ensuring interventions are always fully effective, well managed and systematically evaluated to ensure best outcomes for all.
B	Ensure the taught curriculum is relevant and engaging, with strong cross curricular links to deepen learning.
C	Pedagogical understanding of how to develop questioning to improve reasoning and deeper learning – particularly for higher ability pupils.
D	Child SEMH issues and lack of resilience; sometimes resulting in poor engagement and attitudes to learning.

4. External barriers	
E	Language barriers - lack of literacy and spoken English amongst EAL pupils and a lack of exposure to enriched vocabulary (EAL and native English speaking children).
F	Attendance levels and persistent absence.
G	Lack of aspiration; especially amongst higher ability PP pupils.
H	Home environmental factors, including late nights, disorganisation and susceptibility to illness due to poor accommodation and hygiene routines.

5. Desired Outcomes	
A.	Improved management of interventions by Key Stage managers with on-going monitoring and evaluation to ensure they are fully effective in addressing gaps in learning and enabling timely Keep Up Catch Up to take place. Pupils make accelerated progress to reach at least expected levels for their age. 2019 targets are met in all year groups.
C.	Improved pedagogy enables pupils to become confident, independent learners who are engaged and excited to learn. Teachers are able to use a range of strategies to develop fluency and reasoning which extends more able pupils to bring to national those achieving Greater Depth (2019 SATs)
D	High levels of pastoral support enables all pupils to access learning for 100% of the time maximising learning opportunities and making good progress across all areas of the curriculum. Good outcomes and increased organisational skills across the school in preparation for the next stage of their learning journey. 2019 targets are met in all year groups and the difference is diminished for PP pupils and non-pupil premium pupils nationally.
E	Improved English skills supports learning across the curriculum, with pupils using language widely and confidently in a range of contexts. Pupils make effective and imaginative word choices to enrich their spoken and written English and become confident, resilient and purposeful readers and writers and make at least the expected levels for their age. Attainment in Reading at KS2 matches that in Writing and Maths.
F	At least 96% attendance levels across the school increasing steadily to 97% with the same expectations for PP pupils to Non PP pupils. Reduction in the percentage of pupils who are persistently absent (90%) enabling them to maximise learning time and to make good progress in line with all pupils
G	Higher ability pupils fully engaged and excited by learning, pupils making accelerated learning and discussions about future academic choices being ambitious. Pupils are socially well equipped to transition to secondary school
H	Pupils arriving at school on time, ready to learn, organised and eager to learn. Families are supported, and signposted to other agencies, to ensure children are well engaged and able to fully participate in learning able to learn well.

Academic Year 2017 - 18		Planned Expenditure				
i Quality teaching for all						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Accelerated learning for pupils who are not working in the appropriate year group to enable catch up.	Wide range of planned and timetabled interventions provided, dependent upon need, enabling pupils to keep up and catch up and extend learning – delivered by additional management capacity and teachers and TAs	High mobility results in a significant % of pupils that are not working in the expected year group and both keep up and catch up programmes are required to ensure improved attainment.	Managers lead and systematically evaluate interventions. On-going assessments and next-step targets gauge impact. Termly CPD opportunities for support staff focused on specific areas of development – ie coaching, marking, subject knowledge to ensure delivery is of highest standard.	TLRs	£97 000	Milestones Triangulations PPM
No pupils learning disturbed by pupils with Behaviour needs.	Additional TAs in class to provide differentiated teaching opportunities and pastoral support. Named 1:1 support for children with high levels of SEMH need	Pupils who have high needs are managed better when there is an identified TA to support which ensures better outcomes for all.	Additional TAs enables pupils opportunity for time out when necessary resulting in other pupils continuing to access learning. Provision of Key worker groups in EYFS.	HOS and the SLT	£39 000	Milestones Triangulation PPM Pupil Voice
Acquisition of vocabulary which enables access to learning opportunities particularly for EAL pupils.	Systematic vocabulary development programme -pre-teaching vocabulary - to enable pupils to better access and engage in texts high quality texts and to improve their spoken and written vocabulary.	Lack of access to high quality language acquisition is an issue for our pupils (particularly EAL) which affects their ability to access a broad vocabulary base and high quality texts.	Intervention programme delivered by TAs supported by SLT. Pre teaching the next text and using Clicker to support general vocabulary. Use practical resource bank to enhance delivery. Access to CPD throughout the year to support the programme by HOS/SMT	HOS and assessment lead (SH)	£11 400	Monitoring schedule – pupil voice, book monitoring LGB monitoring visits
Improved outcomes for higher ability children to bring to national	Improve pedagogical understanding of how to question to develop deeper learning and understanding – particularly for higher ability pupils.	Extending the higher ability pupils to achieve greater depth when they are challenged though effective questioning.	CPD will focus on the development of teacher pedagogy - questioning. Learning opportunities, to extend, broaden and deepen understanding will be planned. Challenging questions planned.	SLT	£2 000	Pupil Voice Triangulation Improved results for all pupils.
PLAN Cost					£159 400	

ii Targeted Support for improved outcomes for Pupil Premium pupils						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Continue to diminish the difference for pupils achieving combined at KS2 SATs compared to non-disadvantaged nationally, bringing greater depth in line with national	Provide 3 teachers to support all pupils by providing a secondary approach with a timetable – each teacher will provide whole class support and also intervention. Ensure needs of all are addressed – including higher ability.	2017- 18 SATs outcomes evidence the success of this initiative in ensuring best outcomes – school exceeding national data.	Basic Skills and Core work delivered in three groups in the morning Interventions of keep up and catch up in the afternoon. Focus on higher ability and children achieving greater depth	HOS/Yr 6 TLR	£49 361	Termly at Yr 6 review meetings. PPM Triangulation Monitoring schedule
All targeted pupils make accelerated progress to diminish the difference and meet expected levels by the end of the year.	Diminish the difference through 1-1 or small group support outside of usual curriculum time to revise key concepts and fill gaps in learning to enable enabling pupils to access appropriate learning for year group.	1-1 or small group support has resulted in pupils making accelerated learning in the past resulting in pupils reaching expected standards by the end of the year. All pupils who received this intervention reached expected – 2017 18	1-1 small group after school provision teachers weekly – ongoing assessments to plot progress and next step learning.	Y6 TLR	£5 000	Progress meetings Tracking data Outcomes 2019
Pupils with SEMH needs are able to fully access the taught curriculum.	Use Thrive and SEMH Champions to support highlighted children with SEMH needs, to enable pupils to access the curriculum and build resilience.	Emotionally unsettled behaviour and mental health issues prevent some pupils to fully accessing the curriculum.	A structured approach to addressing need using the Thrive model – Thrive group work in KS1 and 1:1 with named TA in KS2. Staff fully trained. All staff, including those not directly involved in Thrive, have understanding to support the initiative.	SENCo	£11 700	Children are accessing the taught curriculum and are making expected progress. 2019 data
Plan Cost					£66 061	

ii Other Approaches						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Improved attendance and fewer persistent absentees	School attendance officer (senior Leader) to follow up on all absences and make home calls where necessary. EAL PSA to support EAL families supporting good attendance – discouraging in term holidays	Focussed and relentless approach to attendance secured improved outcomes last year – this approach needs to remain to ensure that slippage doesn't occur.	Home visits Daily monitoring Employ attendance company that completes all paperwork and liaises with the LA	SW – Parental support officer (Senior member of staff)	£34 700	Daily monitoring Census dates LGB meetings - seasonally
Reduce lateness to ensure learning time is not lost at the beginning of the school day	Closely monitor and track lateness. and work with identified families to affect change.	Children arriving late in school miss learning and can be embarrassed and feel stigmatised.	Publicise the importance of good punctuality in newsletters etc. Meet with parents and agree actions to improve punctuality	SW – Parental support officer (Senior member of staff)	£3 000	Monitoring records Attendance data
Provision of Milk	Provide milk across the school to pupils.	Food Standards guidance	Milk provided at lunchtimes and at playtimes for EYFS	ABM -	£2 000	Ongoing – July 18 LGB
Provide School uniform and shoes to ensure self-esteem is promoted.	Identified pupils provided with uniform/shoes as required and in liaison with parents	Support to families that at times are finding life tough.	All pupils with correct uniform which supports their feeling of belonging.	FLO/PSA/ABM	£239	On-going – July 17 LGB
Provide extra-curricular activities enabling pupils to access external competitions. Provide a comprehensive before and after school club provision	High quality and exciting clubs provided enabling pupils at Priory Fields to have access which may otherwise not be accessible to them. Good quality sports provision	Pupils engagement in extra-curricular activities supports learning in the classroom and strengthens relationships.	Sports coaches supporting quality clubs leading to success in competitions. TAs providing a comprehensive and diverse range of clubs for children to enjoy and support learning.	HOS/HLTA	£2 000	On-going – seasonally (end of term 2, 4 and 6) LGB
Plan Cost					£41 939	